

**gotafe**



# **Goulburn Ovens Institute of TAFE**

---

## **Study Guide**

## Quality check

| Stage                | Design & Develop | Review 1<br>Annual input and updates from key stakeholders | Review 2<br>EDS review | Quality Assurance<br>EDS standards team |
|----------------------|------------------|--|------------------------|---|
| <b>Initials 2011</b> | LSU & CW         | JJ; RM; SL   |                        |   |
| <b>2013/14</b>       |                  |  | CW                     | BM                                      |
| <b>2015</b>          |                  |  | CW                     | BM                                      |
| <b>2016</b>          |                  |  | CW                     | BM                                      |
| <b>2017</b>          | AR & BM          | BM   | BM                     | BM                                      |

Study Guide 2017  
© Goulburn Ovens Institute of TAFE 2017  
Goulburn Ovens Institute of TAFE Provider No: 3094

Author                      Candi Westney  
Project Manager        Cheryl Moylan

---

This work is subject to copyright. Apart from any use as permitted under the Copyright Act 1968 and its amendments, no part may be reproduced without prior permission. Requests and enquiries concerning reproduction and rights should be directed to:

Cheryl Moylan  
Educational Assurance  
Fryers Street  
Shepparton, 3630  
Phone: 5833 2500  
Email: [cmoylan@gotafe.vic.edu.au](mailto:cmoylan@gotafe.vic.edu.au)

Goulburn Ovens Institute of TAFE has made all reasonable attempts to locate owners of third party copyright materials and invites anyone from whom permission has not been sought to contact the Manager, Library Services, Goulburn Ovens Institute of TAFE, 152-200 Fryers St, Shepparton Vic, 3630

Document:                Study Guide  
Issued:                    11/10/2017  
File name:                Study Guide  
Template:                 Handbook simple.dotx  
Version:                    2017

# Contents

|   |           |
|---|-----------|
| <b>Study tips</b>                                   | <b>5</b>  |
| Study environment                                   | 5         |
| Organise yourself                                   | 6         |
| Your approach to learning                           | 6         |
| <b>Learning styles</b>                              | <b>6</b>  |
| Visual Auditory Kinaesthetic (VAK)                  | 6         |
| Thinking styles – linear or circular                | 7         |
| Activist, reflector, theorist, pragmatist           | 7         |
| <b>Managing your time</b>                           | <b>7</b>  |
| How to achieve your goals?                          | 7         |
| Diaries and planners                                | 8         |
| <b>Graded assessment</b>                            | <b>8</b>  |
| Grades  | 8         |
| Tips for getting good grades                        | 8         |
| <b>Guidelines for preparing written assessments</b> | <b>9</b>  |
| Reading the assessment questions                    | 9         |
| Planning  | 10        |
| Research  | 10        |
| First draft   | 10        |
| The final draft                                     | 11        |
| Finishing up  | 11        |
| A checklist for written assessments                 | 11        |
| <b>Plagiarism (copying)</b>                         | <b>12</b> |
| <b>Referencing</b>                                  | <b>12</b> |
| APA referencing system                              | 13        |
| Assistance  | 13        |
| <b>Oral presentations</b>                           | <b>13</b> |
| Structure of the presentation                       | 14        |
| Delivery  | 15        |
| <b>Note-taking</b>                                  | <b>15</b> |
| Note-taking during class                            | 15        |
| Note-taking for reading assignments                 | 16        |
| <b>Exam preparation</b>                             | <b>16</b> |
| Study plan  | 16        |
| Studying for the exam                               | 17        |
| Revising with summary notes                         | 17        |
| Memorising with flashcards                          | 17        |
| Practicing under exam conditions                    | 17        |
| Taking care of yourself                             | 17        |
| <b>Appendix 1 – GOTAFE APA Referencing Guide</b>    | <b>18</b> |
| General guidelines                                  | 18        |
| Where to place italicised text within references    | 18        |
| Books   | 20        |
| Electronic Books                                    | 21        |
| Print journals                                      | 22        |
| Electronic journals                                 | 23        |
| World wide web                                      | 23        |
| Other sources                                       | 24        |
| An example of a reference list                      | 26        |



# Study guide

---

To help you get the most out of your study, you will find the following topics:

- Study tips
- Learning styles
- Managing your time
- Guidelines for preparing written assignments
- Plagiarism (copying)
- Referencing
- Oral presentations
- Note-taking
- Exam preparation.

## Study tips

---

To study effectively you need to consider:

- your study environment
- how you organise yourself
- your approach to learning.

## Study environment

Make sure that your study environment is:

- comfortable
- quiet
- well lit
- free of interruptions
- a pleasant place to be.

## Organise yourself

Organise yourself by:

- setting goals and developing timelines to monitor your progress
- setting yourself regular study times when you are not tired
- breaking a large task into small manageable chunks
- starting a task, if you have limited time. Don't procrastinate.

Organise your work by using:

- folders, files, a memory stick or CD's to store your work
- assessment marking guides monitor your own progress.

## Your approach to learning

Use people around you as a resource to answer questions, discuss ideas and provide relevant examples.

If your training course offers on-line discussion groups, use them to establish contact with other learners and to discuss issues and problems.

Constantly check what you are currently learning against what you already know.

## Learning styles

---

Do you know how you learn best? When learning new material, we use most of our senses – sight, sound, touch, taste and smell; but often we have a primary mode of receiving and communicating information.

### Visual Auditory Kinaesthetic (VAK)

These are the three primary modes or channels for receiving and communicating information.

**Visual** learners learn best by seeing pictures in their mind's eye. They like to make lists, see charts and diagrams and enjoy reading.

**Auditory** learners hear information in their minds. They learn the best by attending lectures, listening to seminars or audiotapes. They like to give verbal instruction and rehearse ideas by talking to themselves.

**Kinaesthetic** learners like to move about. They learn by doing, touching, and feeling. You will often find them sitting or lying comfortably, and fidgeting with a pencil or pen.

If you can identify your primary mode for receiving and communicating information, you can use this to maximise your learning potential. For example, if you are primarily kinaesthetic and learn best by doing, it is going to be difficult for you to sit still at a desk and listen to a lecturer, who uses primarily an auditory approach.

Obviously, the trick is to develop all modes equally, so that you are not held back by only using your favoured mode. By developing flexibility, this will aid in more effective long-term learning.

## Thinking styles – linear or circular

It could be helpful for you to consider your thinking style as being either **linear** or **circular**. Are you a linear thinker? This thinking style progresses in a logical flow – one step at a time. A linear thinker learns best by having an overview of a topic and following a clear logical sequence to understanding it. A circular thinker, on the other hand, needs an overview but comes to understand the topic from many different angles simultaneously.

## Activist, reflector, theorist, pragmatist

The activist, reflector, theorist, pragmatist theory of adult learning is another model. Ask yourself which one of these relates to you personally.

**Activists** are action oriented. They learn best through a variety of experiences, are open minded and keen to try something new.

**Reflectors** learn by assimilating new information and taking time to reflect and discuss it with others. They like to 'sleep on it'.

**Theorists** need a clear and logical structure to learn new information. They will often ask if something does not 'make sense' and will gather information to formulate theories.

**Pragmatists** need learning to hold relevant practical applications to their lives in order to learn best. They enjoy learning new ideas and putting them into practice.

## Managing your time

---

A series of big and small decisions will be made this year. The inappropriate ones will result in frustration, lower self-esteem and stress you could do without. To manage your time, you need to work smarter not harder.

Work out your goals and for each goal, write a list of specific steps.

What are your answers to the following questions?

What do I want? How do I get it?

What do I need to do this unit? ... month? ... week? ... day? ... session?

Review these questions regularly. They will help you focus on what is important to you and this in turn will increase your motivation.

## How to achieve your goals?

- Write down the jobs/tasks you must do, for example, today.
- Number the jobs 1 – 5, with 1 the most important.
- Make decisions about what you will do.
- Set priorities eg. an assignment to be finished.
- Do two (2) things at once eg. while washing the dishes, plan work.
- Form a study group – help each other focus.
- Start your day an hour earlier.
- Restrict the time you spend watching TV and DVD's, and social networking.
- Limit the number and length of calls.

- Reward yourself as motivation to stick to your plan.
- Keep on track – regularly review goals.

## Diaries and planners

Keep your eye on deadlines and other important dates in a diary or annual wall planner.

## Graded assessment

At GOTAFE, assessments for Certificate IV qualifications or above **might be** graded. Your trainer will let you know if any of the units in your course are to be graded. You are only eligible for grading if you meet **all** the requirements of the relevant unit/s of competency in your **first** submission. If you have to resubmit your assessment, you will only be assessed as *Competent (CC)* or *Not yet Competent (NC)*.

## Grades

If the unit is being graded, and you have met the requirements on your first submission, you will be awarded one of the following grades:

- Competent Satisfactory (CGS)
- Competent Credit (CGC)
- Competent Distinction (CGD)
- Competent High Distinction (CHD)

## Tips for getting good grades

This is what your assessors are looking for when grading your assessments.

| Grading criteria                  | What to do   |
|-----------------------------------|--|
| Breadth of underpinning knowledge | Make sure your information is accurate and clearly presented.<br>Demonstrate your depth of knowledge and understanding about the subject – i.e. show the how and the why.<br>Give multiple reasons.  |
| Communication                     | Demonstrate that you understand the written instructions.<br>Written work – use correct grammar and spelling; present well.<br>Oral work – demonstrate excellent speaking and listening skills<br>Cite references where required using the APA standards.<br>Present yourself well i.e. well-groomed.<br>Show that you can communicate with a range of people.<br>Use appropriate language including industry terminology. |
| Techniques and processes          | Outline your ideas in a logical sequence.<br>Demonstrate your ability to use technology to access information.<br>Demonstrate your ability to follow policies and procedures.<br>Demonstrate how your learning links theory to practice.<br>Use examples and case studies.   |
| Work organisation                 | Show how you can plan and prioritise to meet deadlines.<br>Submit your work on time!<br>Set your work out clearly and logically.<br>Show initiative.   |

| Grading criteria      | What to do   |
|-----------------------|--|
|                       | Show how you can organise yourself.<br>Demonstrate supervisory or leadership skills.   |
| Level of independence | Demonstrate that you can perform tasks independently.<br>Perform the tasks to an excellent standard.<br>Present assessment activities of a high quality.<br>Demonstrate that you can find information independently.<br>Demonstrate enthusiasm and a positive attitude.<br>Work safely, efficiently and effectively.<br>Demonstrate good decision-making ability.<br>Submit work that is your own or correctly attributed. |

## Guidelines for preparing written assessments

The following guidelines aim to assist you in preparing written assessments. Make sure that you read the assessment questions carefully by looking for key words.

### Reading the assessment questions

Key words indicate what action or type of information your assessor requires.

Key words used in assessments are:

| Key word    | Meaning   |
|-------------|---|
| Analyse     | Break the subject into its parts and examine each part in detail.                               |
| Compare     | Look for similarities and/or differences.   |
| Complete    | Add the necessary information to give full details.   |
| Define      | Give the precise meaning.   |
| Demonstrate | Explain or describe by using experiments, examples or reasoning, or by actually doing the task. |
| Describe    | Give a detailed account, use diagrams and sketches if possible.                                 |
| Develop     | Work out in full detail or reveal full detail.  |
| Discuss     | Examine a topic or issue and give reasons for and against.                                      |
| Evaluate    | Make an appraisal of the worth of something.  |
| Examine     | Present an in-depth study.  |
| Explain     | Give reasons for or causes of something: tell why or how it came to be.                         |
| Illustrate  | Explain and make clear by the use of examples, figures or diagrams.                             |
| List        | Itemise or place into categories.   |
| Outline     | Give the main features of the subject; omit minor details.                                      |
| Summarise   | Give a concise account of the main points.  |

## Planning

Read the assessment question carefully and check the word limit.

Check the due date.

Brainstorm ideas with a colleague or small group.

Start to source information to assist planning your ideas.

Draw a mind map or plan of the topic of your choice.

(Look at [http://en.wikipedia.org/wiki/mind\\_map](http://en.wikipedia.org/wiki/mind_map) for more on mind maps.)

Talk to your trainer if you are having difficulties.

## Research

Read relevant information, this should come from a variety of sources:

- books
- journals
- audio visual resources
- newspapers
- the Internet
- personal communications (including interviews).

Remember to record your sources of information for later referencing and bibliography.

Revisit your plan (mind map).

Refine your ideas and areas of emphasis.

## First draft

### Introduction

Say what you are going to say.

This is a general overview of the topic/case study.

Aim to involve the reader, stimulate interest. It should identify the key points which you are covering.

### Body

Break it into sections.

Sub-headings may be helpful to guide the reader.

Make sure you have a logical sequence of information.

Balance the amount of information – refer to the assessment guidelines.

### Conclusion

Sum up the information which you have provided.

**Note:** Check your word count.

Continuously refer back to your essay mind map/plan.

You may find it easier to write the introduction **after** you have planned the body of the essay. A conclusion is always necessary, even in a case study.

## The final draft

Read it aloud.

Spell check, edit. Spell check with dictionary.

Ask for a second opinion (proof reading) - especially when it comes to spelling and grammar.

Edit again.

Acknowledge information you have gathered by using correct referencing conventions (refer to the section on *Referencing*.)

Complete your reference list and bibliography.

## Finishing up

Now it's time to format your masterpiece. Here are some suggestions:

- Write on one side of the page only.
- Use a simple, clear font and at **10 – 12 point** in size.
- Allow a two (2) centimetre margin on the left-hand side for comments by your assessor.
- Double-space your work and number the pages.
- Prepare an *Assessment cover sheet* [FLA-24] and make sure you sign the declaration, except if submitting by Moodle.
- Staple your work in one corner (do not use plastic sleeves or covers).

Submit your work to your teacher by the due date.

**Note:** Keep a copy of your work.

You must also provide an original hard copy if you are faxing or emailing your assessment. Teachers will not be responsible for printing and collating electronic copies.

Include a stamped, self-addressed envelope for return of your corrected assessment (unless you can collect your returned work at GOTAFE).

## A checklist for written assessments

Use the following checklist to evaluate the presentation of your written assessment.

Use the following checklist to evaluate the presentation of your written assessment.

- Have you completed an *Assessment cover sheet* [FLA-24]?
- Is your writing neat and easy to read, or typed?
- Have you set out your pages attractively, using heading and subheading to help guide the reader?
- Have you checked your language and spelling?

- Have you **proofread** your work to see that it makes sense and is saying what you really mean?
- Have you acknowledged the work of others by using correct referencing?
- Have you kept a copy of all your work?

## Plagiarism (copying)

---

If you use ideas from another person, you **must** acknowledge their work. Copying the work of others without referencing the owner is cheating; it is called **plagiarism**, and it is a serious point of misconduct.

If your work shows signs of cheating, you will be given a first and final warning, and asked to resubmit your work using your own words. Further cases of plagiarism will be given an **NC** result.

Please note from the [Student code of conduct resolution procedure](#) [E6-P27]:

4.3.6 For academic purposes it is required that you reference any ideas taken from another person (using APA Referencing). If submitted work shows any signs of copying someone else's work without acknowledgement, this will be seen as plagiarism.

- *You will be:*
  - *given a first and final warning*
  - *offered tutoring by your trainer on what plagiarism is and how to avoid it*
  - *asked to resubmit your work.*
- *If the resubmission contains evidence of plagiarism, you will:*
  - *be required to enter into a contract*
  - *be given an NC result for that unit*
  - *have to re-enrol in the unit.*
- *Any subsequent cases of plagiarism will result in you being withdrawn from the course for a semester, a year or completely (depending on Course Coordinator and assessor decisions).*

For further information and a guide to referencing refer to the *GOTAFE APA referencing guide* in **Appendix 1** of this Handbook.

## Referencing

---

If your course requires you to submit written assessment tasks, you will need to know about correct **referencing** of your sources of information. The following is a brief guide.

### Direct quotes

Direct quotes involve using the **exact** words that the author has written without any changes. Inverted commas or quotation marks are used to show that the words are the exact words used by the author. If the direct quote is more than **three** lines long it is indented from the margins at each side of the page.

## Paraphrasing

Written work using an idea without using the exact words of the writer is called paraphrasing. Even though the text is written in a new way, but the key concepts have been taken from elsewhere, you must reference the original author. This does not require the quotation marks.

## In text referencing

Referencing must be located in two places. In the first instance, the work is referenced directly where it is written - in text referencing.

## Reference list

The Reference list is located at the end of a document and provides full details of any materials referenced within the document, using APA referencing.

## Bibliography

The Bibliography is located after the Reference list and provides a listing of all the materials that have been referred to in the development of the written material.

## APA referencing system

GOTAFE recommends the APA (American Psychological Association) referencing system. You can find a useful guide to the GOTAFE APA referencing guide in **Appendix 1 – APA Referencing Guide** in this Guide.

There is also an excellent tutorial at <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

## Assistance

Ask for assistance from the library or Learning Support staff if you need it.

## Oral presentations

---

This topic is designed to equip you to do this with confidence and competence. To give effective oral presentations, you need to be able to:

- recognise and appropriately use non-verbal communication
- identify and select relevant information
- summarise and re-emphasise the main points when necessary
- use active listening techniques
- respond appropriately to questions from an audience
- make use of electronic and other media to enhance the presentation
  - recognise symptoms of stress and control these
- analyse the needs of a target audience in order to select appropriate
- vocabulary, concepts, language structure, tone, pace, visual aids, examples, etc.
- speak distinctly, using appropriate volume, dictation and phrasing.

## Structure of the presentation

Presentation and speeches must be carefully structured. A presentation should have a definite:

- introduction
- body, and
- conclusion.

### Introduction

In the *Introduction* you should:

- get the audience's attention and make them focus on you
- introduce yourself
- establish a rapport with the audience
- tell them what you will be talking about
- provide essential background information on the topic.

Note:

Some of the best methods of doing this include:

- anecdotes - short stories that are used to illustrate a point
- humour, but be very careful that you choose humour that is relevant to the speaker, topic, audience or the occasion
- rhetorical question - a question with an obvious answer, for example:
  - How many people are concerned about the increasing road toll?
- a statement designed to shock, for example:

Last year, more teenagers died from drug overdoses in Australia than from any other causes.

### Body

The body of your presentation should contain all the information and/or arguments you will give the audience. Make sure when preparing this section that you:

- choose an appropriate, interesting structure for organising this section eg. chronological, topical or comparison
- make sure each point is organised into a logical order
- use linking words such as firstly, secondly to help reveal the connections between the parts
- make sure each point is developed, illustrated and explained appropriately

Remember:

All effective presentations make the pattern or organisation crystal clear to the audience.

### Conclusion

If your presentation is quite lengthy and/or complex, you may need to review or summarise the essentials of your presentation before you actually conclude.

When preparing your conclusion, make sure you:

- Return to material in your introduction. Refer to background material, data or anecdotes given in your introduction and link them firmly with the content of your presentation.
- Plan your conclusion carefully. Make sure you finish strongly and definitely and never make statements like:

I hope that wasn't too boring ... or ... Thank heavens that's over!

- Re-emphasise the importance of the content to your audience.
- Finally end with a polite, friendly good-will message. For example: Thank you for your attention.

## Delivery

Confidence in talking comes from careful preparation and practice.

Almost everyone suffers from some stage fright – it is normal and helps keep you alert.

Brief, clear notes should help. You should prepare these notes on small cards, of a size which can easily be held in your hand. The cards should contain only the main points listed as headings and sub-headings. These will be cues to remind you about what to say. (Possible exceptions of this could be some statistics or a quote you may wish to use).

Space the material freely. Use abbreviations and numbered point form. Keep writing neat and clear, and don't put too many headings on one card. All these factors should make your cards easy to use visually, and will help prevent you from getting lost in your talk. During your talk, look at the cards only briefly, and only while speaking.

Rehearsal also aids confidence. Be prepared to make changes and cut out any padding. Tape yourself, watch yourself in the mirror, rehearse in front of family or friends, and invite criticism.

## Note-taking

---

There are two types of note-taking that you will need to do - note-taking during class and note-taking from resources.

### Note-taking during class

Five tips on note-taking during class:

- Listen for the major points your teacher makes. They may emphasise these by their tone of voice, by writing information on the board or overhead projector, by repeating ideas more than once, or even by saying "This is important!"
- Write down the major points in your own words.
- Listen for details. Write them down, along with examples that will help you to understand the information you are hearing.
- Use symbols or abbreviations to help speed your note taking. Draw pictures or sketches if they help you to remember the information.
- Highlight the most important information. Use arrows or start, circles or

- underline. Important information would include key words, phrases, definitions, and dates.

## Note-taking for reading assignments

Five tips on note-taking for reading assignments

- First, scan the pages of your reading resource (book; periodical; website).
- Notice any illustrations, maps, charts, or graphs. Look for bold print or italics, which are often used to point out important information. Previewing your resource will give you an idea of what you will be learning about.
- Next, read the end-of-chapter or unit questions (if there are any). These will guide you as you read.
- Now read each paragraph, and write down one sentence in your own words that summarises what you read. Include main points and enough details to help you understand what you read.
- Add important details to your notes by reading and studying all graphs, charts, maps, diagrams, or illustrations.
- Reread the end-of-chapter or unit questions. Look back at your notes.
- Do your notes answer or help you to answer these questions? If not, go back and add any important information you left out the first time around.

## Exam preparation

---

For many adult learners, exam time can be a very stressful period. With so much riding on the outcome, there can be a high degree of pressure to perform well. Here are some exam preparation tips to help you:

The earlier you start preparing the more time you will have from the beginning of the course by reviewing the material after each class.

Organise your course material, and try to study regularly. If you miss any classes, get the notes straight away. Proper organisation will help you to get an overview of the material that has to be covered.

Develop a study plan that will work for you. To work out how much time and effort is needed ask the following questions:

- How much material do you need to cover?
- How difficult is the material?
- How much time is available?
- Do you have any other priorities during the study period?
- What is the format of the exam?
- How important is the exam?

## Study plan

Make a study plan or schedule showing what, when and how much you will study each day.

Here are some tips to follow in creating your study plan:

- Be realistic about the time you have.
- Set clear and specific goals for your study time.

- Divide the course material into small parts and assign them to the study sessions.
- Spend time on important aspects of the subject and areas that have been given more time in class.
- Keep study sessions short and more frequent.
- Vary your topics and activities in study time.
- Avoid cramming.
- Include regular breaks in your study plan.

## Studying for the exam

Try to study in a location where you can concentrate and won't be interrupted. You can work with others or join a study group if you find it helpful. Some proven study tools and techniques are listed below but remember – people respond to different learning styles, so use what works for you.

## Revising with summary notes

Summarise your notes. Pinpoint the key terms and concepts and make sure you understand them. You can identify key terms and concepts by paying attention to what has been emphasised in your classes, textbooks and course syllabus.

The process of making summary notes can help you to retain more information. By writing the information thoughtfully instead of just seeing it, you can develop a greater perception of the material.

## Memorising with flashcards

Flashcards are a good memorisation tool. Reduce your summary notes into bullet points, keywords, lists, formulas and diagrams and place them on a card for each topic.

The items on the flashcards act as memory triggers. You can carry the cards with you and review them even when you have only short bursts of time available.

## Practicing under exam conditions

Practice using sample questions in the same format as the exam and answer them in a simulated test environment. The sample questions can be sourced from old exams and assignments, which are often similar from year to year with small changes.

## Taking care of yourself

One of the most important things you can do to prepare for exams is to look after yourself:

- Eat well.
- Get enough exercise.
- Have enough sleep.
- Find time to relax.
- Stay positive.

# Appendix 1 – GOTAFE APA Referencing Guide

---

## General guidelines

The reference list appears at the end of the assignment, with entries listed alphabetically. (Or by title if no author or two entries with same author).

Each reference item uses a hanging indent to list items with first line flush with margin and next line indented.

A tutorial on the latest version of APA (6<sup>th</sup> ed.) can be found at <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

## Where to place italicised text within references

### Book

Author, A., & Author, B. (year). *Title of book* (xth ed.). City: Publisher.

- Author, year, city and publisher in plain font. (Use initial only of author's given name)
- Title of book in italics.

### Chapter in an edited book

Author, A., & Author, B. (year). Title of chapter. In C. Editor, & D. Editor (Eds.), *Title of book* (Xed.,pp. xx-xx). City, Country: Publisher.

- Title of book in italics.
- All the rest of the citation in plain font.
- City, Country if outside **US** – if **US** publication then use City, State.

### EBook

Author, A., & Author, B. (year). *Title of book*. Retrieved from <http://xxxxxxxx>  
OR doi:xxxxxxx.

- Title of book in italics
- If a digital object identifier (DOI) is provided then it should be given.
- If no DOI available, then the web address is to be provided.
- Date of retrieval is not required.

### Journal article

Author, A., & Author, B. (year). Title of article. *Title of Journal*, volume number (issue number), page numbers.

- Capitalise only the first letter of the first work of an article title and subtitle, and any proper nouns.
- Capitalise the first letter of every main word in the journal title.
- Include a digital object identifier (DOI) if provided.

## Journal article, online

Author, A. (year). Title of article. *Title of Journal*, volume number (issue number), page numbers. DOI OR Retrieved from website.

- Title of journal and volume number in italics.
- All the rest of the citation in plain font.
- Include DOI if provided; otherwise give the web address or URL.

## Newspaper article

Author, A. (year, month day). Title of article. *Title of Newspaper*, p. x.

- Title of Newspaper in italics.
- All the rest of the citation in plain font.

## Newspaper article, no author

Title of article. (year, month day). *Title of Newspaper*, p. x.

- Title of Newspaper in italics.
- All the rest of the citation in plain font.

## Newspaper article, online

Author, A. (year, month day). Title of article. *Title of Newspaper*, DOI or Retrieved from website.

- Title of Newspaper in italics.
- All the rest of the citation in plain font.

## Document, online

Author, A. (year). *Title of document*. Retrieved from web address.

- Title of document in italics.
- All the rest of the citation in plain font.

## Web page

Author, A. (year). *Title of page*. Retrieved from [www.website.address](http://www.website.address) month, day, year from web address.

- Title of web page is italicised.
- Only time a retrieval date is provided is when it is likely information will change. For example, Wiki website.

## Database

Author, A. or Corporate Author. (year). Title of article. *Title of Journal*, Vol (Issue No.), pp-pp. Retrieved from <http://xxxxxxxx.xxx.xxx>

- Title of Journal & Vol number in italics
- All the rest of the citation in plain font.

## Books

| Books                         | In-Text Example  | Reference List Example   |
|-------------------------------|--|--|
| Single author                 | <p>"There are differences between urban conservation and building conservation (Orbasli, 2000, p. 18)</p> <p>OR</p> <p>Orbasli (2000, p. 18) claims that "..."</p>   | Orbasli, A. (2000). <i>Tourists in historic towns: Urban conservation and heritage management</i> . London, England: E & FN Spon.  |
| 2 authors                     | <p>Stein and Book (2006, p. 1)...</p> <p>OR</p> <p>"...emotional intelligence is not a fad or a trend" (Stein &amp; Book, 2006, p. 1).</p>   | Stein, S. J., & Book, H. E. (2006). <i>The EQ edge</i> . Mississauga, Canada: John Wiley & Sons Canada.  |
| 3, 4 or 5 authors             | <p>Haralambos, van Krieken, Smith and Holborn (1996, p. 31) found...</p> <p>Cite all authors the first time the reference occurs.</p> <p>Haralambos et al. (1996, p. 31) found...</p> <p>In subsequent citations, include only the surname of the first author followed by et al. (not italicized and with a full stop after "al") and the year.</p> | Haralambos, M., van Krieken, R., Smith, P., & Holborn, M. (1996). <i>Sociology: Themes and perspectives</i> . (Australian ed.) South Melbourne, Australia: Addison Wesley Longman Australia.   |
| 6 or more authors             | (Rodgers et al., 2002, p. 35)  | Rodgers, P., Smith, K., Williams, D., Conway, L., Robinson, W., & Franks, F., (2002) <i>The way forward for Australian libraries</i> . Perth, Australia: Wombat Press.   |
| 8 or more authors             | (Rodgers et al., 2002, p. 35)  | Rodgers, P., Smith, K., Williams, D., Conway, L., Robinson, W., Franks, F., ... Plath, L.A. (2002). <i>The way forward for Australian libraries</i> . Perth, Australia: Wombat Press.<br><br>List first 6 authors & last author in reference listing |
| No author                     | <p>(<i>"Employment the Professional Way"</i>, 2000)</p> <p>OR</p> <p>the book <i>Employment the Professional Way</i> (2000)</p>  | <i>Employment the professional way: A guide to understanding the Australian job search process for professionally qualified migrants</i> . (2000). Melbourne, Australia: Australian Multicultural Foundation.  |
| Multiple works by same author | University research (Brown, 1982, 1988) has indicated that...  | Brown, P. (1982). <i>Corals in the Capricorn group</i> . Rockhampton Australia: Central Queensland   |

| Books  | In-Text Example  | Reference List Example   |
|--|--|--|
|  |  | University.<br>Brown, P. (1988). <i>The effects of anchor on corals</i> . Rockhampton Australia: Central Queensland University.<br>Order chronologically in the reference list.  |
| Multiple works published in the same year by the same author | In recent reports (Napier, 1993a, 1993b)...<br>Use a/b etc. to differentiate between works in the same year. | Napier, A. (1993a). <i>Fatal storm</i> . Sydney Australia: Allen & Unwin.<br>Napier, A. (1993b). <i>Survival at sea</i> . Sydney Australia: Allen & Unwin.<br>Order alphabetically by title in the reference list.                     |
| Editor   | (Kastenbaum, 1993, p. 51)  | Kastenbaum, R. (Ed.). (1993). <i>Encyclopedia of adult development</i> . Phoenix AZ: Oryx Press.   |
| Different Editions   | (Bullock and Manias, 2011, p. 166)   | Bullock, S., & Manias, E. (2011). <i>Fundamentals of pharmacology</i> (6th ed.). Frenchs Forest, Australia: Pearson Australia.<br>An edition number is placed after the title of the work – this is not necessary for a first edition. |
| Encyclopedia or Dictionary                                   | Allaby (2006, p. 55) defined it as...  | Allaby, M. (Ed.). (2006). <i>The Oxford dictionary of plant sciences</i> . (Rev. ed.). Oxford England: Oxford University Press.  |
| Article or chapter in a book                                 | As discussed by Hughson (2013)...  | Hughson, J. (2013). Communication. In G. Koutoukidis, K. Stainton & J. Hughson (Eds.), <i>Tabbner's Nursing Care</i> (6th ed., pp. 97-126). Chatswood, Australia: Elsevier.  |
| Article or chapter in a book – no author                     | ("Solving the Y2K Problem," 1997)  | Solving the Y2K problem. (1997). In D. Bowd (Ed.), <i>Technology today and tomorrow</i> (p. 27). New York NY: Van Nostrand Reinhold.   |
| Brochure   | (GOTAFE, 2011, p. 2)   | GOTAFE. (2011). <i>Library and bookshop services</i> [Brochure]. Shepparton Australia: Author.<br>The word 'Author' is used as the publisher when the author and publisher are the same.   |

## Electronic Books

| Electronic Books | In-Text Example      | Reference List Examples   |
|------------------|----------------------|---|
| E-book           | (Kumar, 2014, p. 45) | Kumar, R. (2014). <i>Research methodology: A step by step guide for beginners</i> . Los Angeles. CA: Sage. doi: 10.1.2.3.4567 |

| Electronic Books      | In-Text Example  | Reference List Examples  |
|-----------------------|--|--|
| Thesis                | (Jones, 1988, p. 89)   | Jones, F. (1998). <i>The mechanism of Bayer residue flocculation</i> . (PhD Thesis). Retrieved <a href="http://www.curtin.edu.au/thesis/jones.pdf">http://www.curtin.edu.au/thesis/jones.pdf</a>                                   |
| Conference Proceeding | (Cutler, Frolich, & Hanrahan, 1997)<br>OR<br>As discussed by Cutler, Frolich and Hanrahan (1997) | Cutler, L. D., Frolich, B., & Hanrahan, P. (1997, January). <i>Two-handed direct manipulation on the responsive workbench</i> . Paper presented at the 1997 Symposium on Interactive 3D Graphics, Stanford, CA. doi: 10.1.1.2.7620 |
| Image in a book       | "Problem behaviour chart" (Warner & Lynch, 2004, p. 149) Warner & Lynch                          | Warner, L., & Lynch, S. A. (2004). <i>Preschool classroom management: 150 teacher-tested techniques</i> . Beltsville, MD: Gryphon House.   |

## Print journals

| Print Journals                | In-Text Example   | Reference List Example  |
|-------------------------------|---|---|
| Article                       | As mentioned by Milanese and Grimmer-Somers (2011)...<br>OR<br>"...concluded that OH&S training was successful..." (Milanese & Grimmer-Somers, 2011, p. 22) | Milanese, S. & Grimmer-Somers, K. (2011). Safety first: tactics for maximising OH&S training. <i>Training &amp; Development in Australia</i> , February 2011, 38(1), 36-46. |
| Article – no author           | It's a growing problem in the U.K. ("Anorexia Nervosa," 1969)...  | Anorexia nervosa. (1969). <i>British Medical Journal</i> , 1, 529-530.  |
| Newspaper article             | (Shanahan, 2011)  | Shanahan, D. (2011, May 4). Voters abandoning PM's carbon plan. <i>The Australian</i> , p. 1.   |
| Newspaper article – no author | ("Hip Fractures Fall," 2011)  | Hip fractures fall. (2011, May 4). <i>Herald Sun</i> , p. 16.   |
| Press release                 | (Watersmith, 2000)  | Watersmith, C. (2000, March 1). <i>BHP enters new era</i> , [Press release]. Melbourne Australia: BHP Limited.  |

## Electronic journals

| Electronic Journals   | In-Text Example  | Reference List Example   |
|---|--|--|
| Full text from an electronic database   | (Herring, 2009)<br>OR<br>As Herring (2009) states...   | Herring, C. (2009). Does diversity pay?: Race, gender, and the business case for diversity. <i>American Sociological Review</i> , 74(2), 208-224.<br>doi: 10.1177/000312240907400203   |
| Full text from an electronic database – no author                                 | The Internet has had a huge impact on the Australian economy ("Internet Economics", 2002)...     | Internet economics and policy: an Australian perspective. (2002). <i>Economic Record</i> , 78, 343-58.<br>Retrieved from <a href="http://www.directlinkprovided.com.au">www.directlinkprovided.com.au</a>  |
| Full text newspaper, newswire or magazine from an electronic database – no author | ("Tale of two cities," 2009)   | Tale of two cities: vain Sydney trumpets its supremacy to itself. (2009. October 26). <i>The Sydney Morning Herald</i> . Retrieved from <a href="http://www.smh.com.au">http://www.smh.com.au</a>  |
| Full text journal article from Internet   | (Dragon, 2011) or Dragon (2011) states...  | Dragon, N. (2011). Homelessness: is everyone's business. <i>Australian Nursing Journal</i> , 18(9), 26-29.<br>Retrieved from <a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=rzh&amp;AN=2010992310&amp;site=ehost-live">http://search.ebscohost.com/login.aspx?direct=true&amp;db=rzh&amp;AN=2010992310&amp;site=ehost-live</a> |
| Database  | (Joanna Briggs Institute, 2009, p.1).<br>OR<br>The Joanna Briggs Institute (2009, p.1) found ... | Joanna Briggs Institute (2009). Nurse-led cardiac clinics for adults with coronary heart disease. <i>Best Practice: Evidence-Based Information Sheets for Health Professionals</i> , 9(1), 1-6. Retrieved from <a href="http://joannabriggslibrary.org">http://joannabriggslibrary.org</a>   |
| Document on WWW   | "It's essential you learn how to reference" (Dawson, Smith, Deubert & Grey-Smith, 2002).         | Dawson, J., Smith, L., Deubert, K., & Grey-Smith, S. (2002). 'S' Trek 6: <i>Referencing, not plagiarism</i> .  |
| Document on WWW – No author   | Leafy Seadragons, 2006)  | Leafy seadragons and weedy seadragons. (2006). Retrieved from <a href="http://www.users.on.net/~jamesmosby/seadragons/lifecycle.html">http://www.users.on.net/~jamesmosby/seadragons/lifecycle.html</a>  |

## World wide web

| World Wide Web                           | In-Text Example             | Reference List Example   |
|--|-----------------------------|--|
| Corporate document on Internet – No date | (Griffith University, n.d.) | Griffith University (n.d.). <i>Environment, planning and architecture: architecture</i> . Retrieved from <a href="http://www.griffith.edu.au/environment-planning-">http://www.griffith.edu.au/environment-planning-</a> |

| World Wide Web    | In-Text Example  | Reference List Example  |
|-------------------|--|---|
|                   |  | <a href="#">rchitecture/architecture</a>  |
| Image on the web  | The image of Shepparton's Lake Victoria (The lake view apartment at, n.d.) | <i>The lake view apartment at Shepparton</i> [Image] (n.d.). Retrieved from <a href="http://www.google.com/lake_victoria_Shepparton.htm">http://www.google.com/lake_victoria_Shepparton.htm</a>   |
| Government Report | (Department of Agriculture, Fisheries and Forestry, 2010)                  | Australian Government Department of Agriculture, Fisheries and Forestry. (2010). <i>Australian Government Department of Agriculture, Fisheries and Forestry Annual Report 2009- 2010</i> . Retrieved from <a href="http://www.daff.gov.au/">http://www.daff.gov.au/</a> |
| Standard          | (Standards Australia, 2003)  | Standards Australia. (2003). <i>Plumbing and drainage - Sanitary plumbing and drainage</i> . (AS/NZS 3500.2:2003/Amdt 1:2005). Retrieved from Standards Australia Online database.  |

## Other sources

| Source  | In-Text Example  | Reference List Example   |
|---|--|--|
| Personal communication, e-mail and discussion lists | It was confirmed that an outbreak occurred in London (S. Savieri, personal communication, April 24, 1999). | Not included in reference list as they cannot be traced by the reader.   |
| Films and videorecordings/ DVDs                     | (Elfick, Thomas & McLaughlin, 2002)  | Elfick, D., Thomas, J. & McLaughlin, K. (Producers). (2002). <i>Rabbit- proof fence</i> [Motion picture/ DVD video]. Australia: Magna Pacifica.            |
| Television and radio programmes                     | (Luu and Johnson, 2011)  | Luu, J. & Johnson, E. (Producers). (2011, May 10). <i>Superbugs</i> [Television broadcast]. Sydney and Melbourne: Special Broadcasting Service.            |
| Computer Software                                   | (Marieb, 2002)   | Marieb, E. N. (2002). <i>Essentials of interactive physiology CD-ROM (Version 1.0)</i> [Computer software]. San Francisco, CA: Benjamin Cummings.          |
| Blog  | According to Julie Wise... (Wise, 2011)  | Wise, J. (May 25, 2011) Things I've learnt about business! [Web log message]. Retrieved from <a href="http://blog.abn.org.au/">http://blog.abn.org.au/</a> |
| Podcast   | According to the audio podcast <i>Twelve parsec</i> (Rissan, 2012, May 4)...                               | Rissan, L.C. (Producer). <i>Twelve parsecs</i> [Audio podcast]. Retrieved from <a href="http://itunes.apple.com">http://itunes.apple.com</a>               |

| Source   | In-Text Example   | Reference List Example   |
|----------|---|--|
| You Tube | According to Mark Apsolon (Apsolon, 2011, September 9)... | Apsolon, M. [markapsolon] (2011, September 9). <i>Real ghost girl caught on Video Tape 14</i> [Video file]. Retrieved from <a href="http://www.youtube.com/watch?v=-6nyGCbxD848">http://www.youtube.com/watch?v=-6nyGCbxD848</a> |

## An example of a reference list

### References

- Cole, K. (2010). *Management: theory and practice* (4th ed.). Frenchs Forest, Australia: Pearson Australia.
- DeVito, J. A. (2004). *The interpersonal communication book* (10th ed.). Boston, MA: Pearson Education, Inc.
- Dobson, M. S. & Leemann, T. (2010). *Creative project management: innovative project options to solve problems on time and under budget*. New York, NY: McGraw Hill.
- Eunson, B. (2008). *C21: Communicating in the 21<sup>st</sup> century* (2nd ed.). Milton, Australia: John Wiley and Sons Australia, Ltd.
- Goulburn Ovens Institute of TAFE (2010). *Work order risk assessment guide*. Shepparton, Australia: author.
- Hartley, S. (2009). *Project management: principles, processes and practices* (2nd ed). Frenchs Forest, Australia: Pearson Australia.
- Hillson, D. (2002). *The Risk Breakdown Structure (RBS) as an aid to effective risk management*. Paper presented at the Fifth European Project Management Conference, Cannes, France. Retrieved from <http://www.risk-doctor.com/pdf-files/rbs0602.pdf>
- Hillson, D. Grimaldi, S. & Rafele, C. (2006). Managing project risks using a cross risk breakdown matrix. *Risk management*, 8, 61-76.  
doi: 10.1057/palgrave.rm.8250004